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June 16, 2014

MEMORANDUM

TO: Legislative Education Study Committee

FR: Heidi L. Macdonald

**RE: STAFF REPORT: TEACHER AND PRINCIPAL EVALUATION SYSTEM:
IMPLEMENTATION UPDATE**

INTRODUCTION

According to a May 16, 2014 newspaper article entitled, "76% Pass New Evaluations for Teachers," the Public Education Department (PED) sent school districts individual teacher evaluation scores for school year 2013-2014. According to the article, PED indicated that the remainder was not included either because their districts missed a deadline for submitting evaluation materials or because they were not classroom teachers, such as librarians or instructional coaches.

For the committee's review, **Attachment 1**, dated May 16, 2014, outlines these scores by the number and the percentage of the teachers evaluated in five levels of performance as follows:

- **exemplary:** 235 teachers, or 1.5 percent of the total teachers evaluated;
- **highly effective:** 3,245 teachers, or 20.4 percent of the total teachers evaluated;
- **effective:** 8,609 teachers, or 54.1 percent of the total teachers evaluated;
- **minimally effective:** 3,288 teachers, or 20.7 percent of the total teachers evaluated; and
- **ineffective:** 533 teachers, or 3.4 percent of the total teachers evaluated.

Attachment 1 reflects that 15,910, or 73 percent, of the state's 21,800 teachers were evaluated.

This staff report includes information relating to:

- the implementation of the state’s Effectiveness Evaluation System for public school teachers and administrators;
- pertinent provisions in PED rule;
- PED Business Rules;
- NMTEACH observation protocol;
- NMTEACH 2013-2014 Educator Effectiveness Plan (commonly referred to as “State Default Plan”);
- approved custom plans;
- Teachscape; and
- frequently asked questions from the PED website.

The staff brief also includes four attachments:

- ***Attachment 1, Supporting our Educators and Putting Students First PowerPoint (Distribution of Overall Teacher Rating);***
- ***Attachment 2, Part 8, Teacher and School Leader Effectiveness;***
- ***Attachment 3, New Mexico State Plan;***
- ***Attachment 4, District Educator Effectiveness Summative Report 2013-2014.***

IMPLEMENTATION OF THE STATE’S EFFECTIVENESS EVALUATION SYSTEM FOR PUBLIC SCHOOL TEACHERS AND ADMINISTRATORS

In 2011, the Legislature considered, but did not pass, legislation that would have implemented a new system for evaluating teachers and principals. Through executive order in the 2011 interim, the Governor created the New Mexico Teacher Evaluation Advisory Council (NMTEACH), whose charge was to provide recommendations to the Governor regarding how best to measure the effectiveness of teachers and school leaders based on specific parameters. In the 2012 session, the NMTEACH recommendations led to other legislation that the Legislature considered but did not pass.

Then in April 2012, the Governor issued a press release directing the PED to formulate a new teacher and principal evaluation system through rule. Adopted in August 2012 and amended in September 2013, the PED rule titled *Teacher and School Leader Effectiveness*, **Attachment 2**, implements an evaluation program for public school teachers and administrators called the Effectiveness Evaluation System (EES).

PERTINENT PROVISIONS IN PED RULE

Objective

As noted in its provisions, the rule establishes uniform procedures for:

- conducting annual evaluations of licensed school employees;
- setting the standards for each effectiveness level;

- measuring and implementing student achievement growth; and
- monitoring each school district's implementation of its teacher and school leader effectiveness evaluation system.

General Provisions

As the provisions apply to both a public school teacher¹ and a school leader², the rule requires school districts³ to:

- develop and submit an EES for measuring performance of licensed school employees to PED for approval;
- in school year 2013-2014 implement the effectiveness evaluation system for measuring the performance of licensed school employees⁴; and
- annually report the results of effectiveness evaluations of licensed school employees and the alignment of its EES with the three-tiered licensure system to PED.
- be based on the performance of students assigned to their classrooms or public schools;
- include the following measures:
 - 50 percent student achievement growth;
 - 25 percent observations; and
 - 25 percent other multiple measures; and
- differentiate among at least five levels of performance, to include the following:
 - 1) exemplary (meets competency);
 - 2) highly effective (meets competency);
 - 3) effective (meets competency);
 - 4) minimally effective (does not meet competency); and
 - 5) ineffective (does not meet competency).

With specific reference to individuals who evaluate a licensed school employee under this rule, provisions require these individuals to submit an original written report to the school district superintendent and an exact copy to the licensed school employee being evaluated.

Once the evaluation components are completed and delivered to either the school district superintendent or the licensed school employee being evaluated, the rule specifies that evaluation cannot be changed.

¹ Defined as a person who holds a Level I, Level 2, or Level 3-A license; whose primary duty is classroom instruction or the supervision (below the school principal level) of an instructional program; or whose duties include curriculum development, peer coaching or mentoring or serving as a resource teacher for other teachers.

² Defined as a principal or assistant principal employed in a public school.

³ Under this rule, "school district" also includes state-authorized charter schools that have not requested waiver of evaluation standards for school personnel. District-authorized charter schools are excluded from being considered a school district for purposes of this rule.

⁴ Defined as teachers and school leaders employed in a public school.

For Public School Classroom Teachers

Student Achievement Growth Component

For public school classroom teachers, the rule outlines the requirements for the student achievement growth component of the annual effectiveness evaluation under two scenarios:

1. if the teacher teaches a grade or subject that has a standards-based assessment that allows for the calculation of student achievement growth, this component is assessed annually through a combination of 35 percent standards-based assessment and 15 percent additional PED-approved assessments (for a total of 50 percent), provided that this calculation is not based upon a single test score⁵; and
2. if the teacher teaches a grade or subject that does not have a standards-based assessment, the student achievement growth component of the evaluation is assessed annually on district-selected and PED-approved assessments for a total of 50 percent⁶.

Other provisions relating to the student achievement growth component require that:

- the evaluation base at least 25 percent of the results on data and indicators of instructional practice for teachers; and
- school leaders observe the instructional practice of teachers using department-approved protocol that correlates observations to improved student achievement.

Student Achievement Growth Data

With regard to the evaluation rating of a teacher relating to student achievement growth data, the rule requires that:

- school districts to use a department-adopted student achievement growth or, with department permission, use a combination of PED-approved growth measures and for non-tested subjects/grades, a PED-approved alternative measure;
- whenever possible, the performance rating include three years or more of student achievement growth data; and
- if a school district has not implemented appropriate course assessments nor adopted a comparable measure that student achievement growth be measured by:
 - the growth achievement of the classroom teacher's student on state assessments;
 - the school's A through F letter grade for courses in which enrolled students do not take the state assessment, provided that a school district may assign instructional team student achievement growth to classroom teachers in lieu of using the school grade growth calculation; or
 - state-developed end of course examinations or other PED-recommended options.

⁵ For school year 2013-2014, if at least 45 percent of the total is based on standards-based assessments, student surveys may constitute up to 5 percent.

⁶ For school year 2013-2014, student surveys may constitute up to 5 percent of the total.

Permissive language in the rule allows the rating for teachers who are assigned to courses not associated with state assessments to, upon request by their school district, include achievement growth that is demonstrated on state assessments as a percentage of the overall evaluation.

Student Assessment Programs

With regard to student assessments, the rule:

- requires each school district to administer a student assessment for each course they offer that measures mastery of the content as described in the state-adopted course description, including statewide assessment in mathematics and reading and other PED-approved standardized assessments; and
- allows the student assessments to include:
 - statewide assessments currently administered in mathematics and reading;
 - other standardized assessments approved by PED, including nationally recognized standardized assessments;
 - industry certification examinations; and
 - PED-approved, school district-developed, or selected end-of-course assessments.

Observations

During school year 2013-2014 the rule requires every classroom teacher to be observed using one of the following options, with at least one of the required observations conducted by the school principal or assistant principal:

- three observations conducted by the same approved observer; or
- two observations, consisting of one observation by each of two different approved observers; or
- two observations consisting of one observation by an approved observer and one observation by a certified observer⁷.

Finally, the rule requires written feedback from a school leader and an approved or certified observer to be provided to an observed classroom teacher within 10 calendar days after the observation is completed;

For School Leaders

For school leaders, the rule requires that:

- every school leader to have an annual effectiveness evaluation by a PED-approved qualified person⁸;

⁷ For school year 2013-2014, a certified observer is defined as a teacher who has: a minimum of five years of verifiable consecutive classroom teaching experience; completed PED's teacher observation training; and passed PED's assessment of adopted observation protocol.

⁸ The rule does not define "qualified person."

- the evaluation rating to be based on:
 - 50 percent reflected through the change in a school's A through F letter grade;
 - 25 percent based on the school's multiple measures; and
 - 25 percent based upon documented fidelity observations of the school leader; and
- whenever possible, the evaluation to include growth based on three years of data for students assigned to the public school, provided that, the student achievement growth shall be based on the change in the school's A through F grade.

Post-evaluation Conferences

For every person who rates a licensed school employee minimally effective or ineffective, the rule requires the rater to describe in detail the minimally effective or ineffective performance and inform the licensee in writing:

- of the right to a post-evaluation conference no later than 10 days after the evaluation is completed unless the employee agrees to an extension;
- that during the conference the evaluator will make recommendations to the employee with respect to specific areas of unsatisfactory performance and provide feedback that lays the initial framework for an individual professional growth plan;
- that the evaluator will provide assistance in helping the employee correct unsatisfactory performance and that the district will extend strategic support aligned to best practices identified by PED to assist the employee to correct unsatisfactory performance; and
- that if the employee has an employment contract, the employee shall be placed on a performance growth plan for 90 school days from receipt of the notice of minimally effective or ineffective performance under certain criteria; and
- that receipt of the notice constitutes notice of uncorrected unsatisfactory work performance pursuant to provisions in the *School Personnel Act*.

Other provisions require the:

- evaluator, within five school days after the expiration of the 90-day performance growth plan, to determine whether the performance deficiencies have been corrected and forward a written recommendation to the school district superintendent;
- school district superintendent, within 10 school days after receipt of the written recommendation, to notify the licensed school employee who has an employment contract with the school district whether the performance deficiencies have been satisfactorily corrected; and
- local superintendent, to determine whether to discharge or terminate the employee if satisfactory progress has not been made.

Exemption Requests and Appeals

The provisions of the rule require each school district to adopt procedures for an expedited review of:

- a request by a licensed school employee request for an exemption from being rated during a given school year based only upon extraordinary circumstances, and
- the submission of a written appeal to the appellate reviewer within no more than 15 calendar days of receipt of a written notice that the licensed employee's performances deficiencies have not been satisfactorily corrected.

With reference to an appeal, the rule stipulates that:

- the person who evaluated a licensed school employee shall not be the same person who receives and determines the appeal; and
- decisions are final and not further reviewable by anyone else at the school district or by PED.

PED BUSINESS RULES

Based on documents obtained from the NMTEACH section of PED's website, the evaluation of public school teachers and school leaders is guided by PED business rules.

These business rules further define the Group A, Group B, and Group C teachers outlined in the PED rule by grade level and, where applicable, by subject area. Below is a summary of these rules for group A, B, and C public school teachers and for group school leaders.

For school leaders, these rules identify two groups (Group A and Group B) that are not included in the PED rule.

For Public School Teachers

Group A teachers⁹ (tested subjects and grades)

- grades 3-5;
- grades 6-8, and 10-11 for Language Arts or Math;
- grades 6, 7, 9, 10, and 11 for Science; and
- Special Education (except teachers of students who are severely or profoundly disabled).

Business Rules for Group A Teachers

- 35 percent of the Student Achievement Measure will be based on the New Mexico Standards-Based Assessment;
- 15 percent of the remaining Student Achievement Measure are for district or charter school choice;
- 25 percent are based on teacher observations using the NMTEACH rubric; and
- 25 percent are based on multiple measures, of which half of this will be defined by the Professional Development Plan (Domains 1 and 4 of NMTEACH rubric).

⁹ According to Frequently Asked Questions on the PED website, if an educator teaches classes that fall within both Group A and Group B, that teacher would be considered a Group A teacher for evaluation purposes.

Group B teachers (non-tested subjects and grades)

- grades 3-5 for non-tested subjects;
- grades 6-8 for Social Studies;
- grades 8, 9, and 12 for Science; and
- grades 9 and 12 for Language Arts or Math.

Business Rules for Group B Teachers

- 35 percent of the evaluation must be comprised of a common achievement measure and may be district-developed and PED approved;
 - 15 percent of the remaining Student Achievement Measures are for district or charter school choice and must be PED approved;
 - districts or charter schools may adopt up to 50 percent of a common measure for this portion of the evaluation;
- 25 percent are based on teacher observations using the NMTEACH rubric; and
- 25 percent are based on multiple measures.

Group C teachers (non-tested subjects and grades)

- grades K-2.

Business Rules for Group C Teachers

The business rules are the same rules outlined for Group B Teachers.

For School Leaders (referred to in the Business Rules as Principal/School Administrator)

According to these rules, school leaders are identified in two groups:

- **Group A Principals /School Administrators**
 - New Mexico licensed administrators (Level 3-B);
 - serve as principal/director, assistant principal, dean of students, or athletic directors; and
 - supervise and evaluate certified teachers.

Business Rules for Group A Principal/School Administrators

- 50 percent will be based on student growth indicators of the A-F grading system;
- 25 percent will be based on fidelity of observations¹⁰;

¹⁰ In PED rule, "Fidelity observations" means the requirement of school leaders to periodically observe and evaluate assigned teachers in the classroom with observations that have been documented and are verifiable."

- 10 percent on completion of observations;
- 10 percent on timeliness of feedback; and
- 5 percent on rigor and reliability of observations; and
- 25 percent will be based on multiple measures;
 - teacher surveys (minimum of 5.0 percent/maximum of 10 percent);
 - administrator professional development plan (minimum of 5.0 percent/maximum of 10 percent);
 - highly objective uniform statewide standards of evaluation competencies (minimum of 5.0 percent/maximum of 15 percent).
- **Group B School Administrators**¹¹
 - district-level administrators; and
 - athletic directors and deans of students that do not have Level 3-B licenses.

NMTEACH OBSERVATION PROTOCOL

According to the PED website, there are two types of classroom visits: (1) formal observations, and (2) walkthroughs.

The primary difference between the two, according to the website, is that all formal observations require the use of the NMTEACH Observation Protocol, while walkthroughs are much shorter data gathering procedures that do not require the use of the observation protocol. Furthermore, the website indicates that walkthroughs may not be substituted for formal observations.

According to the PED website, the NMTEACH Observation Protocol is based on the four domains of the Danielson Framework for Teaching (FFT) observation instrument¹². Each of the four domains contains specific elements. In the NMTEACH Observation Protocol, these elements have indicators for five levels of performance (e.g., ineffective, minimally effective, effective, highly effective, and exemplary).

¹¹ Group B School Administrators Business Rules are not outlined in this PED document.

¹² According to the website outlining this initiative, *The Framework for Teaching*, created by Charlotte Danielson, identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning.

The table below outlines the four domains and 22 components in the Danielson FFT.

The Danielson Framework for Teaching (FFT)

<p>Domain 1: Planning and Preparation</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1b: Demonstrating Knowledge of Students</p> <p>1c: Setting Instructional Outcomes</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>1e: Designing Coherent Instruction</p> <p>1f: Designing Student Assessments</p>	<p>Domain 2: Classroom Environment</p> <p>2a: Creating an Environment of Respect and Rapport</p> <p>2b: Establishing a Culture for Learning</p> <p>2c: Managing Classroom Procedures</p> <p>2d: Managing Physical Space</p>
<p>Domain 3: Instruction</p> <p>3a: Communicating with Students</p> <p>3b: Using Questioning and Discussion Techniques</p> <p>3c: Engaging Students in Learning</p> <p>3d: Using Assessment in Instruction</p> <p>3e: Demonstrating Flexibility and Responsiveness</p>	<p>Domain 4: Professional Responsibilities</p> <p>4a: Reflecting on Teaching</p> <p>4b: Maintaining Accurate Records</p> <p>4c: Communicating with Families</p> <p>4d: Participating in a Professional Community</p> <p>4e: Growing and Developing Professionally</p> <p>4f: Showing Professionalism</p>

NMTEACH 2013-2014 EDUCATOR EFFECTIVENESS PLAN (commonly referred to as “State Default Plan”)

For the committee’s review, **Attachment 3**, delineates the requirements of the PED rule for Group A, Group B, and Group C teachers and the guidelines in PED’s Business Rules, including the breakout of each group by grade level and, where applicable, by subject area.

The state plan also delineates applicable requirements for student achievement, observations, and multiples measures for elementary schools, middle schools, and high schools.

Also for the committee’s review, **Attachment 4**, is the document from the PED website that outlines basic information for reading a completed summative evaluation report.

APPROVED CUSTOM PLANS

PED rule allows customized plans to “encourage districts to stay focused on their particular goals.” According to the PED website, during the summer of 2013, districts were provided with two evaluation plan options: (1) select the State Plan; or (2) submit a custom plan to PED for department approval.

TEACHSCAPE

To assist districts in implementing the effectiveness evaluation system, on April 15, 2013, a Request for Proposal for the state’s online evaluation system was issued by the New Mexico State Purchasing Division on behalf of PED. In May, Teachscape was one of eight vendors to win the bid to help implement the effectiveness evaluation system.

Teachscape products include:

- Teachscape *Focus*, which allows districts to conduct classroom observations and includes:
 - online training in all four domains of the Danielson FFT;
 - master-scored videos that show classroom teaching at all performance levels;
 - scoring practice for observers that provides instant feedback on their practice scores;
 - a rigorous proficiency assessment for observers to help ensure high-quality classroom observations; and
 - online calibration to monitor observers' scoring accuracy throughout the school year;
- Teachscape *Reflect*, which allows districts to automate evaluations and which also allows for the incorporation of other measures of teaching and the alignment between teacher and school leader evaluations; and
- Teachscape *Learn*, which allows districts to organize and deliver professional development while providing personalized learning through videos, content, and collaboration tools.

According to PED, approximately \$1.9 million was spent for the contract with Teachscape.

FREQUENTLY ASKED QUESTIONS FROM THE PED WEBSITE

On a regular basis, PED posts questions and answers on a number of questions related to the teacher and principal evaluation system. For the committee's review, the following questions/answers are provided on selected topics:

Multiple Measures

How are Parent Survey points calculated?

Parent surveys will be scored on both content and participation. For example, if the average response (on a 1-5 scale) was 3, the average score is 60 percent. If 80 percent of parents responded, the average score of 60 percent multiplied by the parent response of 80 percent is 48 percent. That percentage would then be multiplied by the available points (10 points if this measure was entered at 5.0 percent) = 4.8 points.

How is Teacher Attendance calculated?

Teacher attendance scores are based on a simple calculation of total points available (20 points) less the number of days absent. Teachers can receive up to 20 points in the Teacher Attendance category.

- 18-20 Exemplary;
- 15-17 Highly Effective;
- 10-14 Effective;

- 7-9 Minimally Effective; and
- ≥ 6 Ineffective.

A district can submit its own cut scores, but they cannot be more lenient than the state default scores, unless specified by union contract – leave that is excluded from the attendance calculation includes leave under the *Family and Medical Leave Act* (FMLA), bereavement, jury duty, military leave, religious leave, professional development, and coaching.

How are Student Survey points calculated?

The average score on the survey divided by the total possible score, multiplied by the available points for this measure, e.g., if the average response is 4 (on a 1-5 scale), the average percentage would be $4/5$ or 80 percent, multiplied by the available points (10 points if this measure was entered at 5.0 percent) = 8 points.

How many articles of evidence do I need to upload into Teachscape for an effective rating?

The amount of articles as evidence required is a district level decision. However, PED is recommending a quality over quantity approach. You are not being rated by volume but rather by what evidence accurately reflects where you are as a teacher both in terms of Planning and Preparation and Professionalism.

Observations

Who trained the observers, and how were they trained?

Observers were trained during the summer of 2013 by the Southern Regional Education Board (SREB) and, in the fall, observers were trained by the New Mexico School Leadership Institute.

What is the difference between the walkthrough and the observation?

The walkthrough is an informal classroom visit that lasts no more than 15 minutes (usually 3-5 minutes); feedback should be provided to teachers and can also be compiled into site or departmental statistics. An observation is a formal classroom visit that lasts a minimum of 20 minutes, and results in written feedback for the teacher. Formal observations are conducted two to three times each school year.

Student Achievement Data

What if teachers team-teach? Who gets credit for that student?

Students are assigned to one teacher. That teacher would get credit. A school could change teacher assignment each snapshot and thus both teachers would get counted automatically.

I know VAMs are complicated, but what's a basic explanation for how my student achievement measure is calculated?

This measure is based on the growth of the individual students in a classroom. The Value-Added Model (VAM) used does account for the individual student background by using three years worth of data for each individual student. The past performance of a student accurately reflects that student's socioeconomic status, mobility, second language learner status, etc. For example, Matt's expectation is different than Alia's expectation because he is a different person with a different set of circumstances which has resulted in different past performances than Alia's. Maybe Matt has scored 30, 30 and 30, and so we would expect Matt also to score 30 this year. Maybe Alia has scored 15, 16, and 14, so we would expect her to score 15 this year. If in this class, Matt scores 32, his teacher helped him achieve two points higher than expected. If Alia scores 18, the teacher helped her achieve three points higher than expected. You now have a VAM of 2.5 points (the average of Alia's and Matt's gains). In this scenario, Alia is most likely not going to score the same as Matt; however, the teacher still gets credit for teaching Alia. Moreover, Alia may not pass her grade-level standards-based assessment, but the teacher still gets credit for teaching Alia.

How can a teacher see where students are and where they are going during the year?

Teachers should be provided the prior year student achievement performance data by their district. Teachers should be recording formative assessments throughout the year.

Teacher Evaluations

Who will have access to my evaluation? Will it be released to my principal, parents, students, and/or the public?

The Public Education Department shares personally identifiable data with only authorized school district and charter school personnel. The summative evaluation is a part of the teacher's personnel file and will be treated with the same privacy protections as all other contents of the personnel file.

Aggregate school, district, and state level data may be released. This data will be subject to FERPA-like rules that do not allow for a teacher to be personally identified unless a confidentiality agreement has been signed. Data compiled from NMTEACH will be de-identified of individual teacher records and will be devoid of information that could be used either alone or in combination with other information to identify a teacher.

Teacher Grouping

How do I know what Teacher Group I am?

For the purposes of this first year of the NMTEACH Educator Effectiveness System implementation, classroom teachers are defined as those teachers with a dedicated student roster. Support teachers, coaches, interventionists, and all other teachers who do not have an assigned student roster are not part of the initial phase of the EES. These teachers (Group D) will be added to school year 2014-2015.

Teacher groups are defined by either the grade level taught or by the assessment their students are required to take. Group C teachers are comprised of teachers who teach students in kindergarten through second grade. Group A teachers are those who teach a grade or subject in which the standards-based assessment is taken. Group B is comprised of all other teachers.

What if a student moves classes?

Teachers are evaluated based on the students in their class at four specific snapshots (40th day, 80th day, 120th day, and end-of-year). If a student moves in the middle of the year, the first teacher will be evaluated on the student's progress in the beginning of that year, and the second teacher will be evaluated on the student's progress in the ending of that year.

What if I teach both Group A and Group B subjects?

A teacher will always default to Group A. If an educator teaches classes that fall within both Group A and Group B, that teacher would be considered a Group A teacher for evaluation purposes. If a district chose End-of-Course exams (EoCs) as their secondary measure of Student Achievement, a teacher in this situation would use 35 percent standards-based assessment and 15 percent EoCs that correspond to the Group B courses.

How will special education students factor in?

All students deserve to learn. As such, Special Education teachers, whether in a self-contained classroom or inclusion classroom, are grouped according to the students they serve, whether Group A or Group B. Teachers of severely or profoundly disabled are exempt from year one.

As a new teacher, how am I evaluated?

Please refer to our graduated considerations.

If Group B teachers are those whose grades/subjects are not standards-based assessment tested, why are my Group B teachers evaluated on the standards-based assessment (or another assessment)?

Districts individually chose measures they deem as relevant. All Group B teachers, especially through New Mexico Common Core State Standards (CCSS) should align quite readily with reading and even math. If, however, a district believes that Group B teachers' courses have no relation to the standards-based assessment (reading, math, science, and writing) or an interim assessment, then a district can opt to use EoCs. PED has almost 30 EoCs ready for use, including elementary PE, Music, and Art.

How are bilingual educators evaluated?

Because they are responsible for delivering the same content as other teachers, albeit in another language, bilingual educators are evaluated according to the grade and content area they teach (i.e. Group A, Group B, or Group C) just the same as other teachers. The exception is teachers who are Native Language Certified (teachers with 520 certificates). These 520 teachers are entirely excluded from the NMTEACH Educator Effectiveness plan; though they may still have

Professional Development Plans (PDP) based on a district or school decision and/or they may be evaluated according to their pueblo or tribe. Teachers with bilingual endorsement who teach native languages will not be assessed on the native language classes, but will be assessed only on the other classes they teach, if applicable.

Other

When are districts required to put a teacher on a Performance Growth Plan (PGP)?

Teachers are to be placed on a performance growth plan for 90 school days from receipt of the notice of minimally effective or ineffective performance rating on the Effectiveness Evaluation System. This is not to be confused with providing feedback to teachers within 10 days of conducting an observation, which is one component of the evaluation plan. Districts, however, do have local discretion to place teachers on a PGP after a single observation or any other single component of the effectiveness evaluation system. This may be done based on professional judgment of the principal.